DOCUMENT RESUME

ED 212 441 RC 013 176

TITLE	Jackson County Migrant Education. Migrant Education - Harvests of Hope.
INSTITUTION	Jackson County Education Service District, Medford, Oreg.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE	81
NOTE	26p.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Alphabets; Bilingualism; *Educational Resources; Elementary Secondary Education; English (Second Language); Language Acquisition; *Learning Activities; Migrant Children; *Migrant Education; Migrant Programs; Migration Patterns; Spanish Speaking; *Speech Communication; Student Characteristics; Student Needs; *Teacher Role
IDENTIFIERS	*ESEA Title I Migrant Programs; Migrant Education Program; *Oregon (Jackson County)

ABSTRACT

A compilation of materials to aid Jackson County, Oregon migrant teachers, the document includes: (1) a discussion of the background and relationship between Title I (Disadvantaged Education) and Title I-M (Migrant Education Program) of Public Law 89-10; (2) a description of migrant migration patterns in Jackson County; (3) a county map locating migrant students and migration patterns; (4) a summary of the Jackson County Migrant Education Program delineating staff, funding, districts served, eligible students, services of the Migrant Student Record Transfer System, grade levels of service, parental involvement, and the summer school program; (5) basic knowledge about the language development of migrant children and their abilities to communicate in the classroom; (6) the importance of names and personal identity; (7) suggestions for meeting the needs of the migrant child through oral language development and independent activities; (8) 23 learning activities, i.e., making picture dictionaries, pantomime, observing native culture celebrations, studying family relationships, labeling classroom objects; (9) a pronunciation guide to the Spanish alphabet; (10) 45 Spanish-English survival statements to aid teachers in communicating with migrant students; and (11) a list of 33 sources for educational materials and tests for linguistically different children. (NEC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED212441

JACKSON COUNTY MIGRANT EDUCATION

FEB 1982
ERIC/CRESS
RECEIVED

1981

Our migrant
children ...
They are
our only hope ...
Like seedlings,
they have ...
been sown in
your schools ...
It is our wish
they blossom
into harvests
of hope ...

Los ninos ...
Son nuestra
unica esperanza
Son como ...
semillitas que
nosotros hemos
sembrado en
sus escuelas ...
Ójala se
conviertan en fruto
Estas cosechas
de esperanza

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Jean Pope
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RC013176

TABLE OF CONTENTS

Migrant Education (Title 1-M) and It's Relationship to Title I and General Fund Efforts . . . . . .Page 1

Migration Patterns in Jackson County, Oregon. . . . . .Page 2

Map of Statewide Migration Patterns . . . . . .Page 3

Jackson County Migrant Education Program . . . . . .Page 4

Basic Knowledge About the ESL Child . . . . . .Page 5

How Migrant Student Relates to the Teacher. . . . . .Page 6

Suggestions for Meeting the Needs of the ESL Child. . . .Page 7

Ideas for Classroom Teachers. . . . . .Page 8

Spanish Alphabet. . . . . .Page 9

Survival Statements . . . . . .Page 10

Resource List . . . . . .Page 11

Jackson County Title 1-M ESEA
101 N. Grape Street
Medford
776-8877

Please feel free to reproduce any portion of this booklet

Please return to Migrant Education via E.S.D. courier when no longer needed

MIGRANT EDUCATION AND IT'S RELATIONSHIP TO TITLE I AND GENERAL FUND EFFORTS

The Migrant Education Program has its statutory roots in Title I of Public Law 89-10 passed in 1965. Title I was intended to assist disadvantaged children generally. It was soon realized that even though the intentions of Title I were to serve all disadvantaged children, a substantial group was not receiving the help they needed. These were the children of migrant agricultural workers. School programs (including those supported by Title I) are generally set up on a year-long basis. The migrant child was seldom in a school for a full year. He had all of the problems of the generally disadvantaged child plus several movement-induced educational problems. Often his teachers did not have time to get to know him nor he his teachers. There were problems of educational continuity, the many different schools he attended used different educational approaches or at least different text books. Oftentimes school personnel felt there was little point in making an extra effort to help these children since they would be leaving soon anyway. Another problem was the lack of information on these students. Valuable information, such as test scores, collected at one school would not be passed on to the next. A large number of the migrants were Spanish speaking and there were resultant language learning problems for the children and general communication problems for the school and community. There are problems of social acceptance in the school community for the migrants as a group and the wrenching social psychological experiences of individual children having to frequently leave familiar surroundings and friends to enter a new situation in a distant place. These and other problems led to action which resulted in an amendment to P.L. 89-10, Title I. The basic amendment which established the Migrant Education Program (often referred to as Title 1-M) was contained in P.L. 89-750, passed late in 1966. Subsequent amendments in Public Laws 90-247, 91-320, and 93-380, have made further additions and modifications to the Program.

The key factor in the relationship between Title 1-M (Migrant Education) and Title I (Disadvantaged Education) is that Title 1-M is a supplement to Title I. It is intended that all children who are eligible for and receive Title 1-M aid will also be receiving Title I assistance. A Title 1-M project at the school level does not stand by itself. Generally it builds upon or is at least closely related to a Title I project which in turn builds upon the general fund efforts of the school district.*

*William Savard, Educational Impact Report, Title 1-M ESEA, Oregon Migrant Education Program, Regular and Summer Terms, 1979-80. Northwest Regional Educational Laboratory-Nov. 1980

The Migrant Education Program generally is project oriented, organized by areas in the state where migrant reside. The projects are child-centered and generally operate in more than a single district in the area. The state has responsibility for supervising the projects which are intended to inititate, expand, and improve educational and supplemental services to migrant children. The funds are supplementary and are not to be used for general support. Many types of activities can be supported. Projects must meet guidelines for size, scope, and quality. A major concern is that educational services be concentrated to the extent that an identifiable impact will be made.

This basic relationship has an important impact upon this evaluation effort. Title 1-M projects are not clearly separate and distinct. The apparent successes and failures of school level migrant education efforts cannot be attributed solely to Title 1-M. They are inextricably enmeshed with the Title I and general local and state fund efforts of the school. Clear-cut cause and effect relationships cannot be established. What can be done is to define migrant education efforts as specifically and clearly as possible, without creating false simplifications, and then make judgments on whatever practical measurements can be made which apply to the realities of the situation.

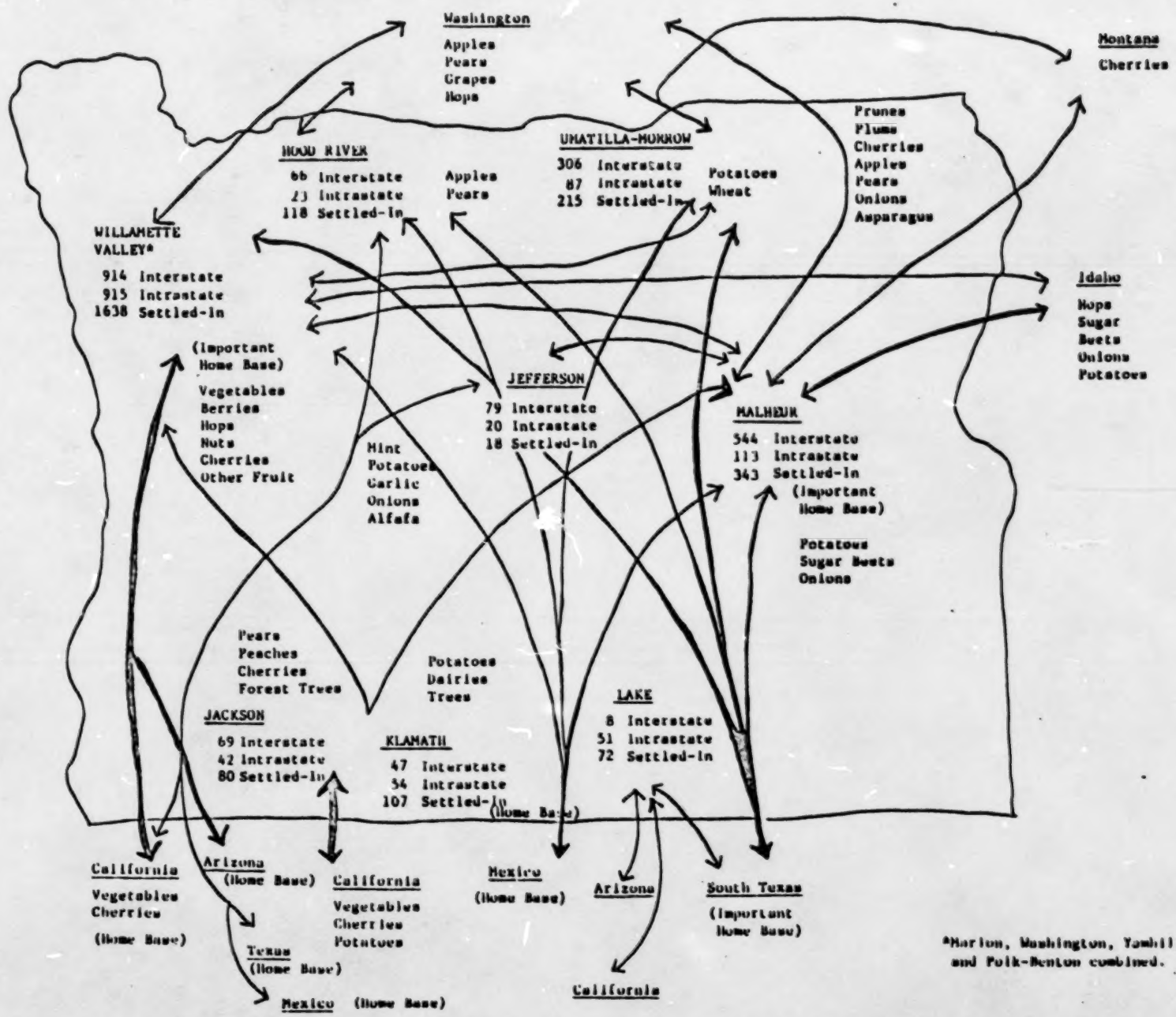
MIGRATION PATTERNS IN JACKSON COUNTY, OREGON

Migrant agricultural workers come into the Jackson County area primarily for the peach and pear season which begins in mid-July and continues into mid-October. The highest populations occur in August and remains into October. A high percentage of the migrant population during the peak of the harvest season are single males. We generally expect to serve between 35 and 65 families during this period in the summer program.

Few of the migrant families in Jackson County follow a regular pattern of migration. Some come into the area from home bases in California and Mexico and return there after the harvest. When the families leave Jackson County they also follow an irregular pattern of migration. Some head for the State of Washington for other fruit harvests, some go to California for winter work, while others may return to Mexico.

Increasing numbers of migrant families are settling in Jackson County, obtaining year-round employment. There are a variety of job possibilities available. In addition to harvesting of peaches and pears, the migrant workers also work in fruit packing from harvest until November; tree pruning from November into December; tree planting (out of county), mid November through January; pre-harvest spraying, irrigation, field cleaning, grafting and smudging, January to July. Cherry and strawberry harvest, mid-May into June; tree planting (in county), spring and early summer. The families who stay in the area year-round are those whom we primarily serve during the regular school year.

LOCATION OF STUDENTS BY MIGRANT TYPE AND MAJOR MIGRATION PATTERNS AND CROPS, REGULAR TERM, 1979-80



*Marion, Washington, Yamhill and Polk-Benton combined.

BEST COPY AVAILABLE

*IBID

Staff: Coordinator; certified teachers; instructional aide; home/school consultant; secretary

Funding: Title 1-M Federal Funds

Districts Served: Currently providing educational and support services to migrant children in the Jackson County school districts of: Medford; Phoenix-Talent; Central Point; Eagle Point; and Ashland

Eligible Students: Migrant children from the ages of 4 to 18. A migrant child is one who has moved into the area with his parents or guardians. The parents or guardians must have come into the area actively seeking agricultural work. Agricultural activity which qualifies a student for the program: any activity directly related to the production or processing of crops, livestock, poultry or dairy products; the cultivation or harvesting of trees; or activities related to fish farms.

Services: The Migrant Education Program offers 2 types of supplemental services: Educational and Support.

Educational Services: The instructional staff offers assistance in areas of Oral Language (English as a Second Language), Reading and Math. The teachers and aides see the students 2 or 3 times a week depending upon the individual student's needs. The teacher coordinates the curriculum and planning for each student which depends to a great extent upon classroom teacher input and cooperation. The educational component also offers language dominance testing, language proficiency testing and achievement testing in Spanish. All educational staff members are bilingual in Spanish/English.

Support Services: The Home/School Consultant is responsible for this component of the program. She is the liason between the school and the home. Services offered include: home visits, emergency transportation, medical and dental referrals, translation at parent/teacher conferences and staffings. Also, clothing needs, advocacy, Migrant Education Accident Insurance.

MSRTS/Skills Program: The Migrant Student Record Transfer System (MSRTS) keeps track of the students enrolled in the Migrant Education Program. The MSRTS academic records on each child contain such information as a child's attendance in previous migrant education programs, a medical history section showing immunizations and childhood diseases, and personal data (birthdate, parents, address, etc.). In addition to the academic record there is also

a more detailed health record on which more involved medical problems might be indicated (a hearing or vision problem, dental problems, etc.). These records are kept updated by personnel in the migrant program in which the child is enrolled. When a child withdraws the newly updated information is sent on to the next school the child attends via the computer in Little Rock, Arkansas.

The MSRTS academic record used to contain information on special programs and test data were found to be of little, if any, use so Migrant Education opted in 1979 to use a series of skills lists to transmit data along with each child as he moves around the country. Skills lists were developed in the areas of reading, math, oral language and preschool. Each local program has a person who is responsible for collecting the skills under study by the student in these areas, at least by the time he withdraws from the school. This skills person then transcribes these skills into a code which is sent via the computer to the next school the child attends. In switching to the skills lists, Migrant Education has hoped to provide more continuity in the migrant students' education. It was felt that lists of skills (beginning consonants, short vowels, blends, etc.) were far more informative than "Distar I".

Even with the switch to the skills lists and the continuing evaluation of the MSRTS, there still remained the problem of quickly processing the student information. In the past it would take as long as two weeks for the MSRTS records and skills to reach the students' new school. This is the one problem Migrant Education has had to solve. With the purchase of new computers at the Migrant Education Service Center in Salem, we in Migrant Education hope to transmit this information quicker, and hope to make the Migrant Record Transfer System a more efficient and useful tool for both teachers of migrant students and the personnel in migrant programs.

Grade Levels of Service: Grades K-8 receive instructional and supportive services during the regular school year. Grades 9-12 receive support and academic referral services during the regular school year. During the summer program, children from age 4 through 6th grade receive instructional and support services. Students from grades 7-12 have the option of working in the summer program in a voluntary capacity as classroom assistants and role models for the younger children.

Parental Involvement: The Jackson County Migrant Education Parent Advisory Committee (PAC) recommends and assists with planning, reviews, implementation and evaluation of the program.

Summer School Program: For six weeks each summer, the Jackson County Migrant Education Program provides an educational program for Migrant children. The same eligibility requirements apply for the summer program as are used during the regular school year. Grade levels receiving instructional services are pre-school through 6th grade. The children receive academic help in the areas of oral language, reading, math.

Many field trips in and around the Medford area are taken. A cultural enrichment program is also provided with the children participating in appropriate music, dance and art activities. At the end of the six weeks, all of the students star in a performance staged for their families.

BASIC KNOWLEDGE ABOUT THE ESL CHILD

Your principal has just brought you a new student. He tells you, as he puts the child in your hands, that he speaks no English. Then he leaves. What do you do?

Don't Panic. Your ESL student is first of all a child, and he will respond to you as other children do. Draw upon your non-verbal resources, which will carry you through most situations. A warm smile, a pat on the shoulder, a pleasant tone of voice will all reassure your student.

A child learning English as a second language usually needs more "settling in" time. He needs to have confidence in you and in his classmates before he can begin to respond. Remember, he comes to school with an oral language which has, up to now, served his needs and helped to make him a competent person. He may now become non-functional in this most critical area of school achievement. He may suffer some cultural shock upon entering a world where his first language no longer serves his needs. Because language is an integral part of a personality, his sense of self-worth is also being battered. Avoid making immediate judgments about this child. Your evaluation will probably be much different after a few weeks.

Try to learn a few words of the child's language. This will help him know you value him and his culture. Talk to the child at every opportunity. Listen to him when he attempts to talk. Respect his efforts and ideas.

Sieze this opportunity to give your class some firsthand knowledge of another culture. Let your class learn greetings, numbers, colors, games, and simple songs in the language of the ESL child. If possible, make your ESL child the resource person for these activities. Celebrate his holidays with him, and whenever possible mention cultural contributions of his country--music, art, dances, leaders, historic events.

It is important to keep your ESL child busy even if he cannot speak English. Expect him to do many things, although not necessarily what the rest of the class is doing. His performance will reflect your expectations of him, so keep them high.

Few people can manage more than five nonsense syllables at a time, and nonsense is exactly what a foreign language sounds like at first. Keep your speech patterns short, reasonable slow, and distinct. In giving directions, use the same phrases over and over again. Do not confuse the child by using different forms for the same direction.

When the child does start to communicate in his new language, he will start with single words and progress to sentence fragments. It will be some time before he can manage complete sentences. Be sure to respond to and praise each attempt. Help him structure his responses without making him feel you are critical.

It is likely that for some time the sounds of his native language will interfere with his attempts to make English sounds. Do not make an issue of this. Most of this will be self-correcting as his ear "tunes in". He can speak only what he thinks he hears, so be sure he hears frequently the sounds you are trying to teach him to voice.

Do not expect him to be ready to start reading right away. He must listen, understand, and speak English before he is ready to read and write. A primary child will need at least three months of oral work before beginning reading experiences. Most older children may need six to ten weeks of oral work before they can make a successful start.

During your reading period, provide listening and oral experiences for the ESL child. Use the listening post, tapes, audio-flash cards, student or adult tutors. Do not isolate the student in these practice sessions in an attempt to save him embarrassment. He is already feeling very lonely. See that he has company for many of his spearate activities. If no language interchange is yet possible, the other person can at least be encouraging and supportive.

HOW THE MIGRANT STUDENT RELATES TO THE TEACHER

A most important part of the teaching program is your genuine devotion to and CONCERN for your student.

No learning of any kind can take place until you interact with your student. Teaching must be a relaxed, friendly experience if it is to be a climate for learning. Be honest and sincere. Take the time to be both genial and warm - these qualities provide the basis for a good student-teacher rapport.

Your student's feeling of success is a most important aspect of the tutoring process. Success raises one's level of aspiration. Whatever successes you help the student achieve will help raise his level of aspiration and strengthen his self-image.

Look for the gains in skills, however small, that are the evidence of growth and encourage your student in them.

THE IMPORTANCE OF NAMES AND PERSONAL IDENTITY

To a six year old child, his or her first school experience can be very frightening, lonely, and sometimes threatening.

To a linguistically and culturally different child, his first contact with school can be an emotionally shattering nightmare. Everything appears so very different, strange and foreign that the child usually experiences some degree of identity crisis and cultural disorientation. One of the primary pillars of any person's identity is his name. His name (as he is called) is one of the few things that tell him who he is. Therefore: DO NOT CHANGE OR ANGLICIZE A CHILD'S NAME.

Some things that the teacher should do regarding students' names:

1. The child should be consulted as to the name he wishes to be called.
2. The teacher should learn to pronounce the child's name as accurately and correctly as possible.
3. The teacher should establish respect among all students for the accurate pronunciation of each other's names. This can be done in a relaxed and fun manner by making a game out of it with the teacher joining in. This is a two way street and all students including Anglos should be asked to pronounce their own names accurately once or twice each session when everyone learns to pronounce correctly.
4. Sometimes the child will request that his name be anglicized, but the teacher should counsel with the student to determine if he is being pressured by students who are making fun of his name or unable

to pronounce it. Encourage the student to be proud of who he is.

The teacher will find such activities will considerably improve classroom harmony and mutual respect among students.

SUGGESTIONS FOR MEETING THE NEEDS OF THE ESL CHILD

Meeting the needs of the ESL child:

1. Oral language is the number one need of the child who has no English or limited-English speaking abilities. The average child who comes to kindergarten at age 5 has had an average of 11,000 hours of oral language experience. One can see the distinct disadvantage at which this places a child who has very little or no English speaking ability. It is most important, then, that this child receives instruction in English As A Second Language (ESL). One must also remember that the non-English or limited-English speaking child CANNOT READ OR WRITE IN ENGLISH UNTIL HIS ORAL LANGUAGE HAS BEEN DEVELOPED SOMEWHAT!!

2. The non-English or limited-English student can work in other subject areas while his oral language is developing. Most students can continue to progress in mathematics. It may be necessary to find someone who can explain a concept in Spanish, but once the child understands the concept, he can complete the work assignements.

   This student can also take part in physical education and art activities.

   It is more difficult to include the non-English or limited-English speaker in some subject areas such as science and social studies. During social studies and science periods this student can sit and listen to the language being spoken around him. Another suggestion is to have activities in which the students can work with partners.

Developing oral language:

1. The person who will be giving the ESL instruction does not need to speak the child's home language.

2. When the person instructs, he should use sentence patterns and sentence responses. One should not just teach vocabulary or accept one word responses.

3. The instructor should speak in a natural tone of voice. The child will be imitating what he hears. If he hears exaggerated sounds, he'll imitate them. If you have to exaggerate a sound or word, always return to your natural tone of voice.

4. If you need to isolate a word from a sentence pattern or a sound in a word, always return to the whole word or sentence.

5. If a child hesitates to respond, model the correct response for him. It takes time for a child to build up his self-confidence.

6. Be sure to praise successful attempts. In the beginning, it is important to praise any attempt.

7. Verbalization is the key. The more exposure and use of the English language, the better!

8. Vocabulary words might be some of the following: school things, people, occupations, animals, household items, toys, foods, shapes, numbers, spatial concepts (in, on, under, around, beside, etc.)

PRONUNCIATION: Sometimes there will be certain sounds a student is having trouble mastering. It is necessary to teach a child how to say sounds that may not exist in his home language. A pronunciation drill need only last from 3-5 minutes. The child does not need to know the words used to practive the sound. You should also try not to isolate the sound. If you have to isolate sounds, be sure to return to the whole word.

Independent Activities:

1. Along with the 25 minutes spent in ESL instruction the student should also spend 25-30 minutes at an independent activity.

2. You can reinforce sentence patterns and vocabulary words by having an aide or another student play Bingo, Concentration, Fish, path games, or other teacher-made games with the student.

3. A student or aide and the student can have a language exchange where the people involved name objects in their home languages and practice saying the words in the "foreign" language.

4. If you have a person who can speak, read, and write the child's home language, the student can dictate stories in his home language and then the English speaking person can write them in both languages.

5. A student can work by himself using language masters, Systems 80 machines, tape recorders with bilingual tapes, and record players and records.

6. The student could also make a scrap book of vocabulary words or things in one category (food, clothes, etc.) and someone could label the pictures when it is completed.

Other:

1. One thing the teacher might do is label the various objects around the classroom.

2. Picture dictionaries are a good resource.

3. Puppets, finger plays, and nursery rhymes are also good ways to add variety and fun to the task of learning English.

IDEAS FOR CLASSROOM TEACHERS

Generally a student at the beginning listening/speaking and reading readiness stage:

1. Understands and can respond to a few words of spoken English but at times may be too shy or afraid to do so.

2. Can, in a relaxed and secure situation, speak a few words of English.

3. Is transferring from an educational system conceptually similar to our own.

4. Can, depending on age, read and write in his first language and already possesses a body of knowledge equal to that of his age mates.

5. Is highly motivated to learn but may need help in overcoming the shock of a rapid transition into a foreign culture.

The following activities are suggested for the regular classroom. You are encouraged to choose whichever ones seem most applicable to the foreign student in your class and to expand and adapt them to whole class activities whenever possible.

1. Have the student start a picture dictionary or file using magazine, newspaper and catalogue pictures as well as the student's own drawings. At first he can verbally describe the pictures. Later, when he begins to read and write English, he can write in names and descriptive sentences. The student can also classify the objects pictured by size, color, use, etc.

2. Have the student collect action pictures and discuss their content with a classmate.

3. Listening practice is important. Read aloud to the student prose, poetry, and rhymes. Use colorfully illustrated books. (Dr. Seuss, nursery rhymes, fables), records and tapes.

4. Teach the vocabulary appropriate to a given subject before introducing the content (e.g. the word "plus" means "+").

5. Encourage the student to use a variety of art media to express his thoughts and feelings. Use coloring books only when they refer to specific vocabulary.

6. Involve the student in as many class and school routines as possible (lunch count and serving, class offices and cleaning, record keeping). Take time to explain the class schedule of activities.

7. Pantomime is a universal language. Set aside a regular time during which the whole class tries to communicate on a more equal footing.

8. When teaching vocabulary, use songs and games whenever possible and appropriate ("The Alphabet Song", "Simon Says", etc.). Reading readiness workbooks can be helpful but make sure the child knows the English names for things before being asked to complete any exercises.

9. When teaching the alphabet, present the letters in illustrated form. Use the "cloze" technique and follow the dot puzzles. Remember that the student must learn both upper and lower case letters and, more importantly, must be given the opportunity to make all of the sounds these letters can represent. The student should be able to differentiate between the <u>name</u> of a letter and the <u>sounds</u> it represents.

10. When teaching numbers, have the student count everything available by 2's, 3's, 4's, etc. After having taught the names for math symbols and their synonyms, have the student read complete problems and compute them both orally and on paper. Games such as "Chutes and Ladders" are useful.

11. Given a newspaper, have the student circle specified letters, numbers and/or words. Cut up the cartoons and have the student re-sequence them and tell what he thinks is happening in them.

12. Use a class or individual calendar to teach the days of the week, months, numbers, seasons and holidays. Reading the calendar can be used as a foundation for teaching the past and future tenses and place relationships (e.g. "Monday is <u>after</u> Sunday". "The five is <u>above</u> the twelve.") Ask questions in sentences and expect answers in sentences.

13. Provide the student with the opportunity to teach portions of his or her first language to the rest of the class. Start with numbers or body parts.

14. Have a classmate teach jump rope rhymes and the rules of the P.E. games.

15. Find out which dates are important in your student's native culture. Focus class activities on them as you would on U.S. holidays. Birthday celebrations may be a new holiday to your foreign student. Be sure he knows the significance we place on them and the customs attached to all of our holidays.

16. Have the student follow oral directions to make and dress puppets which can be used as characters in the development of dialogues and skits.

17. Introduce the student to the school staff and take him on a tour of the building. Follow-up the tour by having the student make a detailed map of the building and either naming or labeling the various rooms and their contents and uses. A younger student might start with a map of the classroom.

The familiarity with the physical environment this activity affords is valuable survival knowledge.

18. Ask the student to draw a picture of his family or bring a a photo to class. Use this to teach the names of family relationships (father, son, sister, brother), pronouns, and as a basis for discussing life roles.

19. A class store is useful in teaching the terminology we use in buying and selling as well as the names for our money and the items being traded or sold.

20. Have the student build or draw a model house naming each room and part and adding furniture as the name for each piece is learned. Using sentences as much as possible, have the student tell what goes on in each room.

21. Label objects in the classroom in both English and, if possible, in the child's first language. Use sentence labels - "this is a clock".

22. Have the student trace the outline of another student and either orally or in writing name the various body parts and color in the clothing and facial expression.

23. It may be necessary to help the child develop a left to right, top to bottom reading orientation. This psychomotor development can be emphasized in P.E. and music classes and through follow the leader records such as those produced by "Sesame Street" and "Hap Palmer".

SPANISH ALPHABET
ALFABETO ESPAÑOL

Letter	Letter Name	Sound	Words
a	a	a in ah	papá, anda
b	be	bē in bale	bebé, baja
c	ce	sā in say	cinco, cinta
		c in cook	clase, cara
ch	che	chā in chase	chico, Chile
d	de	dā in dare	donde, dama
		th in there	nada, cada
e	e	ā in ale	tres, me
f	efe	ā-fay	febrero, fecha
g	ge	hā in hate	gente, gitano
		g in gate	gato, goma
			Note: gu-guitarra gue-verguenza
h	hache	ah-che	hay, hombre
i	i	ē in eve	cinco, hilo
j	jota	hōta	hijo, hoja
k	ka	kăh	(found only in foreign words)
l	ele	ā-ley	lunes, lata
ll	elle	āil-yey	llamo, olla
m	eme	ā-may	martes, me
n	ene	ā-nay	nota, lunes un vaso
ñ	ene	āin-yey	español, piñata
o	o	ō	uno, ole
p	pe	pā in pale	padre, Pepe
q	qu (cu)	coo as in cool	que, quince
r	ere	ā-rey	para, cara
		trilled r	rato, raro
rr	erre	ā-rrey	perro, carro
s	ese	ā-say	senora, solo
		s in easy	isla, desde (before b,d,g,l,m,n,v)
t	te	tā in take	cuatro, todo
u	u	oo in ooze	ruta, Cuba
v	ve	vā in vale	uva, va
w	doble ve		(found only in foreign words)
x	equis	ā-keece	examen, exacto=gs explicar, extreno=s
y	i-griega	ē-greāga	yo, ya
z	zeta	sāy-tah	zapato, zero

Note: Vowel Sounds (only 5 vowel sounds in Spanish)

a in want
e in bale
i in feet
o in low
u in do

SURVIVAL STATEMENTS

Good morning---Buenos días

Hello, how are you?--- Hola, ¿Cómo está usted?

What's your name?---¿Cómo se llama usted?

My name is_____.---Me llamo _____.

Do you have a nickname?---¿Tiene usted otro nombre que se usa?

How old are you?---¿Cuántos años tiene usted?

Thank you!---¡Gracias!

Please--Por favor

Good bye---Adios

Stand up.--Levántese.

Sit down.---Siéntese.

Speak slower, please.---Hable más despacio, por favor.

Bring me the _____---Traígame el/la__ _____.

Put the _____here.---Ponga el/la _____aquí.

Tell me your name.---Dígame su nombre.

Write your name.---Escriba su nombre.

To color--Colorear

To cut--Cortar

To paste--Pegar

Show me the/your _____.---Enséname el/la/su _____.

Draw a line under_____.---Dibuja una linea debajo de _____.

Put a circle around _____.---Ponga un círculo alrededor de _____.

This is your____.---Este/Esta es su _____.

This is a ____.---Este/Esta es un/una_____.

Say ____, please.---Diga ___, por favor.

Repeat, please.---Repita, por favor.

Raise your hand if you have a question.---Levántese su mano si tenga una pregunta.

What do you call this?---¿Qué es esto/esta?

The English word for this is _____.---La palabra en inglés por esto es _____.

School starts at ____ and ends at ____.---La escuela empieza a las ____ y termina a l

It is lunch time now.---Ahora es el tiempo de comer.

It is recess now.---Ahora es el tiempo de recreo.

This is your chair.---Esta es su silla.

This is your book.---Este es su libro.

This is your pencil.---Este es su lapiz.

This is the boys' restroom.---Este es el baño para los muchachos.

This is the girls' restroom.---Este es el baño para las muchachas.

This is your teacher.---Este/Esta es su maestro/maestra.

This is the school office.---Esta es la oficina de la escuela.

This is the playground.---Este es el campo de recreo.

This is the cafeteria.---Esta es la cafeteria.

This is the bus you will ride to your home.---Este es el camión que le llevará a su ca

This is the library.---Esta es la biblioteca.

Colors---Colores

red---rojo green---verde yellow---amarillo brown---moreno, café

orange---anaranjado black---negro white---blanco blue---azúl

purple---morado

Numbers---Numeros

one---uno two---dos three---tres four---cuatro five---cinco six---seis

seven---siete eight---ocho nine---nueve ten---diez

*****Spanish Phrases For Schools, Children's Book and Music Center, 2500 Santa Monica Blvd., Santa Monica, Ca. 90404 (cost $5.95)

RESOURCE LIST
EDUCATIONAL MATERIALS AND TESTS FOR LINGUISTICALLY DIFFERENT CHILDREN

LANGUAGE:

Introducing English
Houghton-Mifflin
777 California Avenue
Palo Alto, California 94304

Idea Kit
Ballard and Tighe Inc.
Schoolfutures, Inc.
2092 East Main St.
Hillsboro, OR 97123

CORE
Ginn and Company
P.O. Box 2649
Columbus, Ohio 43216

DISTAR Language Programs
Science Research Associates
155 N. Wacker Dr.
Chicago, Ill. 60606

Oral Language Evaluation
EMC Corporation
180 E. Sixth St.
St. Paul, Minnesota 55105

Peabody Language Kits P-3
American Guidance Service, Inc.
Publishers' Bldg.
Circle Pines, Minnesota 55014

Systems 80
Educational Systems, Inc.
2360 S. W. 170th Ave.
Beaverton, OR 97005

Bell and Howell Language Master
Moore's Audio Visual Center, Inc.
234 E. 12th Ave.
Portland, OR

WRITE!
Mellgren-Walker
Addison-Wesley
2725 Sand Hill Rd.
Menlo Park, CA 94025

Sight & Sound: Single Concept Prog.
Migrant Education Service Center
700 Church St. S.E.
Salem, OR 97310

READING

Sullivan Programmed Reading Prog.
McGraw Hill
17970 S. W. Lower Boones Ferry Rd.
Portland, OR 97223

Miami Linguistic Readers
D.C. Heath and Co.
Lexington, Mass.

Sight and Sound: Single Concept Program (see prior listing)

Recipe for Reading
Educator's Pulbishing
75 Moulton St.
Cambridge, Mass. 02138

Systems 80 (see prior listing)

DISTAR Reading Program (see prior)

MATH:

Elementary School Math
Addison-Wesley
2725 Sand Hill Rd.
Menlo Park, CA 94025

Sullivan Programmed Math Program
(see prior listing)

DISTAR Mathematics Program
(see prior listing)

CULTURAL AWARENESS:

Information and Materials to
Teach the Cultural Heritage
of Mexican-Americans
Dissemination Center for
Bilingual Education
6504 Tracor Lane
Austin, Texas 78721

Raza Cultural Events Series
BABEL Media Center
1033 Heinz St.
Berkeley, CA 94710

Spanish Phrases for Schools
Childrens Book and Music Center
250 Santa Monica Blvd.
Santa Monica, CA 90404

TESTS:

TOBE (test of basic experiences)
CTB/McGraw Hill
Del Monte Research Park
Monterey, CA 93940

Pictorial Test of Bilingualism
and Language Dominance
Southwest Texas Testing Serv.
P.O. Box 804
Corpus Christi, TX 78403

Bilingual Syntax Measure
Harcourt Brace Johanovich, Inc.
California Office Test Dept.
Polk and Geary Streets
San Francisco, CA 94109

Carrow Test for Auditory Comprehen.
of Language (English/Spanish)
Learning Concepts
2501 North Lamar
Austin, Texas 78705

IDEA Oral Language Proficiency
Ballard and Tighe Inc.
c/o ARC Educational Sales
P.O. Box 14525
Long Beach, CA 90803

CTBS Espanol
CTB/McGraw Hill
Del Monte Research Park
Monterey, CA 93940

BILINGUAL MATERIAL SOURCES:

Behavior Research Laboratories
Ladera Professional Center
Box 577
Palo Alto, CA 94304

Bilingual Education Services
P.O. Box 669
South Pasadena, CA 91030

Heffernan Supply Co.
P.O. Box 5389
San Antonio, TX 78201

Lectorum Publication, Inc.
Foreign Book Distributors
137 W. 14th St.
New York, NY 10011

Children's Music Center
5373 West Pico Blvd.
Los Angeles, CA 90019

Lollipop Power
P.O. Box 1171
Chapel Hill, N.C. 27514

Developmental Learning Mat.
7440 Natchez Ave.
Niles, Illinois 60648

Materiales en Marcha
2950 National Avenue
San Diego, CA 92113

Holiday House Inc.
18 E. 53rd St.
New York, NY 10022

Santillana Publishing Co.
575 Lexington Avenue
New York, NY 10022